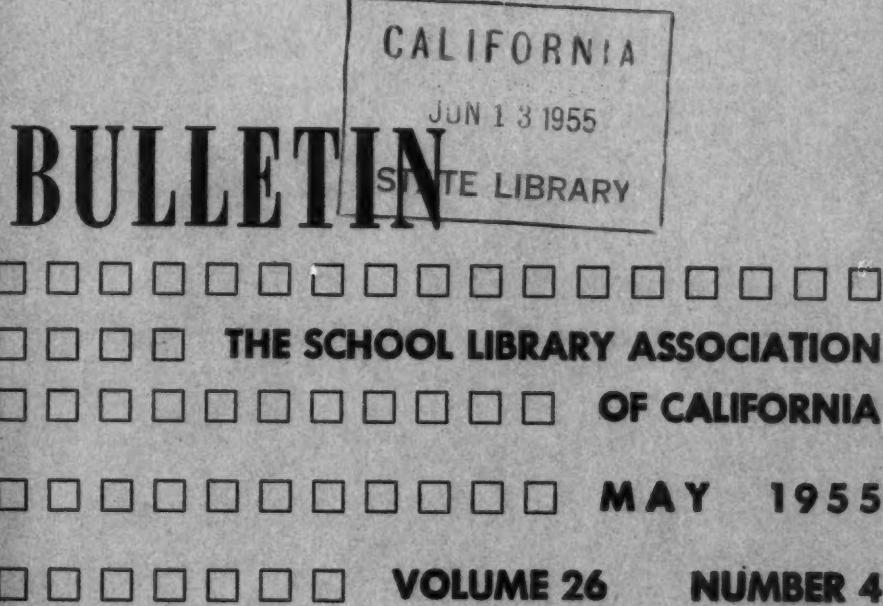


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OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

May, 1955

Volume 26, No. 4

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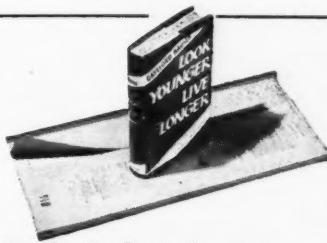
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A Dream Come True

by Mildred M. Campbell, Chairman of the Senior High School Committee,
SLAC, Northern Section

On March 12, a dream came true to school librarians of the Northern Section of SLAC. On this date 500 students met at Berkeley to organize an association for student library assistants. This was an outgrowth of the workshop in 1953 on student assistants and library clubs, conducted by the Professional Committee under the direction of Mrs. Sidney Thompson.

Plans for the meeting with students were formulated by the Senior High School Committee during the past six months. Questionnaires were sent to all members. Replies indicated much interest in a student meeting. They also revealed that few schools have organized groups although all use student assistants. Only 18 library clubs were reported from 68 schools. Recognition varied from awards and activity points to five credits per semester. Twenty-one schools reported use of a library manual of duties and 29 used library lesson plans for instructing the student assistants.

At the meeting in Berkeley on Saturday

morning, Dean J. P. Danton of the School of Librarianship, University of California, extended a warm welcome to the students and librarians. He congratulated the students upon their opportunity to work in school libraries and assured them that wherever they may go, the knowledge gained will be helpful. He reviewed the advantages of library work and the infinite variety of the work, asserting that all human interests can find a place in a library. Dr. Danton bade the audience enjoy themselves, see one of the great university libraries of the world, and return home a little wiser for the experiences of the day.

Jessie Boyd, Director of Libraries, Oakland Public Schools, told how her dream for a student library organization in California had originated at a convention she attended in New York some years ago. She mentioned two existing local groups, one in Oakland, the other in San Jose. She then traced the development of the student organization movement from 1929 in New



Doris Gates autographs programs for young library enthusiasts.

Jersey to the latest group in New Mexico. The speaker alluded to the diversity of profitable and enjoyable activities employed at the annual meetings and workshops in other states. In closing, Miss Boyd revealed how the Nutmeg 020 clubs in Maine received their name, the 020 obviously being library science to any student of the Dewey Decimal System, and the Nutmeg coming from the days when peddlers in Maine vended nutmegs, many of them being wooden, to the great chagrin of housewives who had purchased them.

The guest of the day, Doris Gates, was introduced by Jessie Boyd, who presented her as librarian, author, lover of animals, and a person who meets everyday problems in a superior way. Miss Gates took for her subject "I'd Do It Again." In her imitable way, she told her young hearers that one of the best times in life is the time of decision, the time when you know just what you want to do in life. An equally satisfying time is when you reach the summit, look back, and know that the decision was a wise one and that you would do the same thing over. She stated that she would be a librarian if she could live her life over. After recounting how she, a very shy person who loved to read, had become a librarian, and how at the insistence of Dean Horton she had become a children's librarian, she remarked that everything good in her life had resulted from being in library work for children.

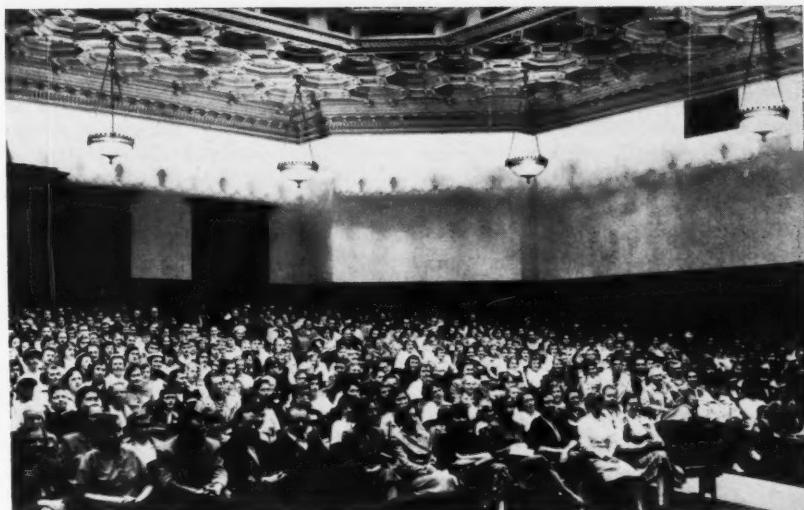
It was through the need she recognized in the field of literature for children that she began to write. She decided to write a book on the fourth grade level about California prune growing. This was published after revision as *Sarah's Idea*. Later, she wrote *Blue Willow*, probably her most popular book, after visiting a migrant family living in a tent. The children of this family showed her their tumbleweed

Christmas tree. From children such as these whom she met through her work, she discovered the sense of values that underprivileged migrant children around Fresno possessed, children not surfeited with things to the extent that their appreciation of the beautiful was stunted.

Library work and the writing of books are two of the ways Miss Gates has used to make this a better world. Another way is talking about books. She emphasized the stimulation and challenge of library work, the opportunity for service. Additionally, she said, you have to grow with the work, you keep reading until you are saturated, you find great variety in the duties, and you meet all kinds of people. Miss Gates told two stories, first, "The Summer of the Beautiful White Horse" by Saroyan and then "How the Camel Got His Hump." The meeting adjourned upon the taking of photographs of the group in the auditorium.

Lunch was served in the Turquoise Room of the University of California Cafeteria. Afterward, tours of the University library were conducted by students in School Library Administration. Special collections were visited, including the Bancroft Room with the Drake Plate and Pre-Spanish Aztec Codex manuscript, as well as rooms for reserve, reference, periodicals, reading, stacks, and the library school quarters. At the same time, two showings of the film "A University in Modern Times" were given so that all present might have an opportunity to view the film.

In the afternoon, students gathered in Wheeler Hall to discuss organization. Mildred Brackett opened the meeting, expressing appreciation to Mr. Allan Covici, who had arranged the library tours. She turned the meeting over to the Senior High School Committee Chairman. A unanimous vote indicated the enthusiasm of the group for an or-



Student library assistants and librarians from Northern California schools and members of the class in School Library Administration assemble at the University of California.

ganization. Dorothy Hermann, Thomas Downey High School, Modesto, then assumed charge of the meeting as Chairman, Pro-tempore, and Dixie Kayhill, Alameda High School, served as secretary. A proposed constitution was read by Richard Goodwill, of Modesto. Parts of this were accepted by the group, enabling the assemblage to carry on as an organization. The constitution will be studied by a committee for presentation at the annual meeting next year. The name Student Library Association of Northern California was chosen. The purposes of the association were expressed as the encouragement of interest in librarianship as a profession, the recognition of student library assistants, and the provision for the exchange of ideas and experience among student assistants. An executive board made up of officers of the new organization and their sponsors from SLAC, Northern Section, was arranged.

Officers were nominated and elected: President, Sherry Kelly, Campbell Union High School, Campbell; Vice-president, Dorothy Hermann, Thomas Downey High School, Modesto; Secretary, Diane Caster, Presentation High School, San Francisco; Treasurer, Richard Goodwill, Thomas Downey High School, Modesto; Parliamentarian, Mary Midgley, McChesney Junior High School, Oakland; Historian, Eleanor Simmons, Modesto High School, Modesto. The corresponding secretary is to be appointed by the president from her own high school.

The new organization was invited to meet next year at San Jose State College. It was suggested that a meeting of the Executive Board and delegates be held early in the fall to plan for activities. The meeting was adjourned by President Sherry Kelly, the meeting which extended student library organizations on the Pacific Coast.

Enthusiasm for Library Careers

by Aina Abrahamson

There is interest in librarianship. On Saturday, March 26th, more than 300 students and librarians from Southern California attended a career conference at the University of Southern California for anyone interested in becoming a librarian. The meeting was sponsored by the Professional Committee of SLAC, Southern Section, whose assignment for the year has been "Recruitment." Librarians and their interested proteges came from Bakersfield, the Imperial Valley, San Bernardino, Orange County, and many other places.

who spoke to inform those present of the educational requirements of librarianship. Harriet E. Howe, acting Director of the USC School of Library Science, who cooperated so capably in arranging the conference, stressed the fact that no matter what a person's chief interest is, he can find some type of library work that will tie in with that interest. She said, however, that most students don't decide what type of library they prefer until they are in library school. Dr. Lawrence Clark Powell, UCLA librarian, said that he



Student library assistants of Southern California enjoy refreshments in the Doheny Library patio.

At ten o'clock, a committee headed by Mrs. Frances Greene of the Los Angeles County Library, served light refreshments to the guests in the Doheny Library patio. Long before the scheduled 10:30, students had filled the Art and Lecture room of the library. When additional chairs and standing room failed to take care of the crowd, even the hall had to be used.

Mrs. Marilyn Sawyer, chairman of the Professional Committee, introduced the first panel of four speakers, representatives of various library schools,

was sold on the profession by a librarian whose enthusiasm and belief in the work was contagious. (He was referring, very understandably, to Althea Warren.) He warned that no one should try to "escape" into library work—instead a person "gets into the thick of it." There is great excitement, enthusiasm, inward joy, and a feeling of social usefulness in being a librarian.

Representing the Department of Library Science at Immaculate Heart College, Nance O'Neill mentioned the various courses being offered there. In ad-

dition to teaching in the IHC Department of Library Science, Miss O'Neill is librarian at Manual Arts High School, Los Angeles. Last of the four speakers was Mary Louise Seely, president of the School Library Association of California. She told of the department of librarianship at San Jose State College, and mentioned many out-of-state library schools. She advised the students that, depending on their special interest, or on their preference in location, they could find a library school to fit their needs. She concluded by saying, "I hope those of you who decide to be librarians, will have as much fun as most of us do."

When the four who had told how to prepare for librarianship had left the stage, Mrs. Sawyer introduced Zelma Revier, of Hamilton High School, Los Angeles, moderator of a panel of six librarians, who explained their duties in a variety of positions. Barbara Wight of the Harbor General Hospital in Torrance represented the special libraries. She gave a thorough picture of the complex life that a hospital librarian leads—supplying the needs not only of the patients, but also of the highly specialized staff and their families. Much of her work with the patients must be

individual therapy, which demands additional skill and training.

Beginning with her early impressions of libraries, Rosemary Livsey, Director of Work with Children at the Los Angeles Public Library, reminisced about a "comfortable librarian who never bothered me." She defined a library as a "place to find things," a place "where you get what you want from it." It's the day by day contact with people and books that makes you go into library work and find satisfaction in it, she added. She stressed especially the satisfaction to be found in working with children.

Representing the college and university libraries, Dr. Everett Moore, Head of the Reference Department at UCLA, asserted that there is no more exciting or stimulating part of the library profession than the university. Those in this field are serving people in a great variety of capacities, serving people whose basic laboratory is the library. The next speaker was Robert Freeland, Director of Instructional Aids and Services, Helix High School, La Mesa, who stated that a high school library is more than a collection of books—it is a materials center. It was interesting

(Continued on page 22)

Panel members Barbara Wight, Robert Freeland, Helen Corcoran, Zelma Revier, Rosemary Livsey. Not in picture: Dorothy Hansen and Dr. Everett Moore.



Student Conference In San Diego County

Pioneers in sponsoring a conference of student library assistants in California are the members of the newly organized San Diego County School Librarians' Association.

Early in the school year they made arrangements for the students to meet in the new San Diego Public Library. Following a tour of the library, conducted by Carrie Head, Director of Publicity, refreshments were served in the social rooms. At ten o'clock, Robert Freeland, President of SDCSLA, called the meeting to order and presented Edna Ziebold, Director of Library Services, San Diego County, who welcomed the group on behalf of the County schools and the Librarians' Association. She evoked a pioneer spirit when she told the young people that they would be the first to form an inter-school organization of student library assistants in California.

The morning's program also included a discussion of the importance of audio-visual aids by David Pascoe, Director of Instructional Aids, La Mesa, Spring Valley School District.

A panel on library clubs and the County school library assistants' program followed. Participants were six high school students from Helix: Margi Quicker, Andy Wyatt, Ralph Christianson, Robert Wright, David Zastoupil, and Tak Thompson. "A Night in the Library," a skit presented by the Helix High School Library Club, ended the session.

The group plans two meetings a year, which will be arranged entirely by and for students.

The San Diego County School Librarians' Association was organized to create a greater interest in the library movement, to increase understanding among librarians, and to improve li-

brary services through the study of common problems. Meetings are held once a month, usually at a school library.

The first officers of the association are the following: President, Robert F. Freeland, librarian at Helix High School; Vice-president, Lois Kelly, librarian at Grossmont High School; and Secretary-Treasurer, Shirley Hopkinson, librarian at La Mesa Junior High School, La Mesa.

STATEMENT ON CENSORSHIP

May 9, 1955

The difficulties of working in the climate of opinion in the United States today are daily realized by all librarians, but school librarians are most aware of them because of the protective attitude of adults toward children. The strategy of the tightly-organized groups which are intent on embarrassing school boards, administrators, and teachers is often to assert that certain books are undesirable, and to demand that these be withdrawn from school libraries.

All those who are interested in intellectual freedom will want to join us in commending the three school librarians who courageously agreed to appear on the Edward R. Murrow program, "See It Now," which was concerned with the spread of school book censorship from Marin County, California, to Los Angeles. The anonymity which was necessary to protect these three librarians can only be discarded if more of us join them and work to give substance to the abstractions of the "Freedom to Read" statement.

Committee on Intellectual Freedom
California Library Association

To Acquaint Our Public

by Clarice Owen, Librarian, Marin Elementary School, Albany

Have you noticed the increasing concern of business, of governmental agencies, and of various other bodies whose success depends on the *goodwill* of the general public, in something that has become known as Public Relations? Books, pamphlets, and magazine articles define the term and give advice on how the layman can carry on in this field successfully.

Men who have been successful in helping business administrators train their staffs in the field of public relations, recommend first of all, that individual jobs be analyzed to see where the need for better relations with the public exists; then, that the administrator should decide upon the methods for bringing about more harmonious relations, and then when he has been successful in carrying out his aims he should publicize what he has accomplished. Without the publicity his total program is not considered to be successful.

Librarians should analyze their work in the same manner. Which part of the daily work is really in the field of public relations? How effective is the librarian in dealing with the public? Where should a change be made in attitude, or in a method of doing a job? Have various media of publicity been used to let people know what is being done, what can be done, or what the staff would like to do?

What does the term *public relations* mean? In the simplest definition, the words are transposed into the phrase *relations with the public*. The make-up of the group called the *public* may vary for different organizations. For those of us who are school librarians our special *public* will probably consist of the pupils, teachers, administrators, parents, members of the board of educa-

tion, visitors to the school, and members of organizations to which we belong. Unfortunately, life doesn't permit us, personally, to reach all members of our public every day. For this reason successful communication would not be possible if we had not developed various devices for reporting what the library is doing.

This reporting helps people to be aware of what is done by the library in co-operation with other school agencies to provide a good climate for the education of each child in a school.

The establishment of good public relations with pupils may come about through such publicity devices as the use of bulletin boards in the halls, through displays in the library, through articles about new books in a school newspaper, through scheduled visits of the librarian to a classroom to discuss a new book or to mention other titles of interest to the youngsters, or through a casual visit to a classroom to see some exhibit or some work in progress.

Interest in the library program built up through publicity can be destroyed by an unsatisfactory library atmosphere. Is the pupil made to feel welcome, or is he made to feel that library order and library silence are more important than his desire to browse, or to share an enthusiasm with you and his neighbors? Remember, a child is the greatest publicity agent of the library. Wherever he goes, he talks about what happened at school that day. His zeals and his discontents are carried far and wide.

Don't overlook the help student assistants give in the field of public relations. If they are enthusiastic library staff members, they build up a rapport with their peers. Utilize their special interests by letting them arrange bulle-

tin boards, give talks before student or parent groups, or write book reviews for a school newspaper.

Relations with fellow faculty members usually begin with in-service workshops given for new teachers before school opens. At this time, over-all discussions are carried on as to what the general educational aims of the district are and how the library fits into the total school program. At the first building meeting the resources of the individual library, the location of materials in that library, the techniques for borrowing materials that may apply only to that library should be discussed. This meeting and all future faculty meetings may be held in the library; therefore new materials can be brought to the attention of the entire group at these meetings. When an article in a magazine will be of interest to a particular teacher the material may be routed directly to that person.

The librarian's guidance work with a child who is a reluctant reader demands the closest co-operation with the child's classroom teacher. The librarian needs to know what the teacher is doing to develop the child's reading skills; the teacher, in turn, will need to know what recreational reading materials the library can supply that will allow the pupil to practice what he is learning in the classroom.

The work that school librarians do in guidance is an important factor in building up a good home-school relationship. Because the librarian knows the reading level and reading interest of the pupil, she is better able to provide the "right book for the right child." Such knowledge is invaluable when a parent comes to school for help in selecting books for the recreational reading of his child. Make that help more personal than the handing out of

a booklist. Discuss the child's interest, tell something constructive about the child and the library program, show that the librarian, as well as the rest of the school staff, is interested in seeing that the child receives a good general education.

Other home-school relationships are built up by participation in the PTA. The librarian may provide annotated booklists, may set-up book displays, or may give talks. As a service to PTA and Dad's Clubs, the library may provide movie and slide projectors and student operators.

These are examples of only a few things that librarians do every day that public relations specialists say are the important factors in building up a more sympathetic understanding by the public of any job.

In addition to the giving of service, specialists say that the worker must let everyone know that such services are available. Annual reports, printed lists of the resources of the library, talks, and special displays help to let people know about the services the library is prepared to give.

Brief, informative, graphic reports should be provided by the librarian for the use of administrators and the board of education. Expanded reports about the daily work of the library may be written for newspapers.

If there exists a dynamic library program and if the librarian has been successful in her relations with the public, she will have played a part in making the aims and objectives of the school more meaningful to the community.

Strategic Alliances for the Reading Program

by Lois Fetterman, Librarian, Burroughs Junior High School, Los Angeles

School librarians in their eagerness to make reading a lifetime interest of students, not merely a school-time chore, often feel defeated for lack of help. While the librarian may be the only one specially trained for the job, she is not the only one vitally concerned.

Since we cannot do it alone, we have an obligation to help teachers know and use books. Many teachers feel inadequate in the situation, for they have had no courses in children's literature or books for young people. The daily teaching load leaves little opportunity for making up the deficit on the job. This is especially true at junior high level where the normal reading interests of the teacher are too advanced for this age group. The librarian can help by giving books to teachers and indicating their special appeal. Departmental meetings, especially in English and social study fields, offer an excellent opportunity to give short reviews of books just received or of books especially useful for certain units of study which are under way.

Librarians have not only teachers for allies, but parents as well. Opportunities can be made to enlist their help through PTA meetings. In one school three situations were used to advantage:

1. *Grade level parents' meetings.* Parents of A7 students were invited to hear an explanation of curriculum offerings, grading, homework assignments, and methods of teaching. An opportunity was given the librarian to talk about reading interests and to display and review books.

2. *Christmas book list*

Each year the librarian is asked to prepare a list of books for Christmas giving to appear in the December issue of the local PTA

publication. This goes into each home as an announcement of the forthcoming PTA meeting.

3. *Book list for Parents Day*

This year the list distributed when parents visited school was devoted to books to read aloud in the family. Titles were chosen for their appeal to both adults and young people. Some were of a difficulty that would have precluded their being attempted without adult help. The hall display case with poster and book jackets pointed up the emphasis on reading aloud in the family.

Part of the librarian's effort in promoting books and reading, can with gratifying results, go into searching out and exploiting every opportunity to enlist the help of others vitally concerned with young people.

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The President Reports

by Mary Louise Seely, President of SLAC

The high spot of the year came early. Our fourteenth annual state meeting was held in Fresno on November 20-21 when 154 of our 601 members and their guests enjoyed the hospitality of the Hacienda. For an account of the meeting see the January issue of the *Bulletin*.

SLAC holds membership in the American Library Association, the National Education Association, and the California Society of Secondary Education. Nearly 30 percent of our members are personal members of ALA; 25 percent belong to CLA.

This has been a big year for our Legislative Affairs Committee and its chairman, Maurine Hardin. There have been two Senate bills, SB241 and SB1671, dealing with the selection and review of books for school libraries. SB241 was read once and referred to the Education Committee. At present, SB1671 has passed the Senate and been referred to the Assembly.

Assembly Bill 3234,* which would establish the Office of School Library Consultant Services, is in the Education Committee at the time this is being written and hearings are expected soon. Our Consultant Services Committee has worked hard to prepare the supporting testimony necessary for this bill. The brief presented to the Legislative Subcommittee to Study Library Problems appeared in the March issue of the *Bulletin*. The 1948-49 report of the survey for the need for these services was revised and brought up to date. Support for AB3234 has been given by the California Congress of Parents and Teach-

ers, California Teachers Association, California Association of School Administrators, California Association of Secondary School Administrators, California Elementary School Administrators Association, California School Supervisors Association (its Instructional Materials group), State Department of Education, and Federated Women's Clubs.

Your letters to the legislators have helped. Thank you for them, but please don't stop now. Encourage your friends to write in approval of this bill. We need more personal letters. It will be difficult to get this bill before the Legislature again if it does not pass at this legislative session.

Many questions that come directly, or are referred to us by the State Librarian, could be answered better and more easily be a State School Library Consultant. The State Librarian herself answers many more questions than she refers to the Association. Among those which are referred are questions relating to the establishment of school libraries, the help available for selecting basic collections, standards that have been set for school libraries etc. This year there have been several questions from out-of-state library school students seeking information about student library assistant organizations.

Because the work of the Legislative Affairs Committee has grown so heavy, a number of subcommittees were organized to assist in the work of the committee. Margaret Girdner has been chairman of the committee to work on book selection policy and controversial materials problems. Elizabeth Neal has been chairman of the committee to work

* AB 3234 was given a "do pass" in the Education Committee on May 18.

Watch the papers for its progress and write to your Assemblyman and Senator and the chairmen of the committees to which it goes.

on library credentials. Nina Pearl Briggs has served as chairman of the committee on library laws, which offered suggestions for amending the Education Code. Charlotte Davis has done much of the writing of materials regarding the consultant services.

The Standards Committee, which was under Marjorie Schramling's chairmanship, is glad that it can be dismissed because the Recommended Standards for School Libraries have been completed and published in the March issue of the *Bulletin*. This issue was printed in quantity to be sold at 50 cents a copy. Separate reprints of the pertinent standards have been sent by the State Department of Education to all secondary schools and junior colleges in California. Copies of the elementary standards have been sent for distribution to the elementary schools of the state.

The California Teachers Association has requested its affiliate organizations to prepare codes of ethics. Helen Bullock, our CTA representative, is chairman of the committee to prepare a code of ethics for school librarians.

Our Bulletin committee, under the chairmanship of Elizabeth Bantz, is hard at work but not yet ready to make a report to the membership.

The president of SLAC was invited to attend a meeting, February 5, of CTA affiliate organizations with our representative to that organization. It was a very worthwhile experience to meet other presidents and organization representatives and to learn what CTA is doing.

SLAC is seeking information about costs for permanent quarters in the new CTA building that is to be built "on the Peninsula." We can still dream, whether we can afford it or not.

The Association has offered its help to the California Elementary School Administrators Association in its fine work in the Cooperative Study of Elementary Education. This study is an attempt to discover agreements as to what the citizens of the state want their elementary schools to be. "The major goal of this study is to find the characteristics on which citizens agree rather than to develop a new and better description of the good elementary school."

We have also contacted the California conference chairman of the White House Conference on Education. The conference is a plan to focus citizen interest on local, state, and national problems of education, and to search for possible solutions. It results from President Eisenhower's appeal for "the most thorough, widespread, and concerted study that the American people have ever made of their educational problems." The State and Territorial conferences will culminate in the conference in Washington, D.C., November 28 - December 1, 1955.

We started the year with rose colored glasses; and although at times the color has verged on grey tones, still at the end of the year the glasses are rose colored again. We have accomplished some things. We have started others to be finished by our successors.

FIRE DELAYS BULLETIN

It was hoped that the *Bulletin* would reach its subscribers before May 6. However, a destructive fire at the California Education Press delayed publication.

The editor wishes to express her sincere appreciation to the staff of the California Education Press for their co-operation in this particularly difficult situation as well as for their help throughout the year 1954-55.

Summer Sessions and Workshops

UNIVERSITY OF CALIFORNIA

The School of Librarianship on the Berkeley campus, University of California, will offer courses during both of the 1955 Summer Sessions, lasting from June 20 to July 30, and from August 2 to September 11, respectively. Dean J. Periam Danton has announced.

Visiting professors and librarians will complement the faculty in offering courses from the regular first-year curriculum of the U.C. School of Librarianship. Miss Laura C. Colvin, Professor of Library Science from Simmons College, Boston, and a nationally-known authority in the field, will teach Introductory Classification and Cataloging in the first session. In the same session, Miss Elizabeth G. Scott, librarian of Lowell High School, San Francisco, will teach School Library Administration.

Other courses will be given by Dr. LeRoy C. Merritt, professor of librarianship; Dr. Fredric J. Mosher and Dr. Anne Ethelyn Markely, associate professors; and Dr. Louis D. Sass, assistant professor.

First-year students may register for one or both summer sessions. Requirements for the professional Bachelor of Library Science degree may be completed in three summers. Courses in the U.C. School of Librarianship beyond the first professional year will not be offered during the 1955 Summer Sessions.

Students planning to enter for the first time must apply in advance to both the Graduate Division and the Summer Sessions Office, as well as to the School of Librarianship. Application forms may be secured from the respective offices.

SAN JOSE STATE COLLEGE

San Jose State College, San Jose, California, is planning a summer program of particular interest to school librarians

and teachers. Among the courses to be offered are Technical Processes; Elementary Reference; Book Selection; School Library Administration; and Principles of Librarianship. The regular staff will be joined by Mr. Leslie Janke, Director of Curriculum Materials, Morrison, Illinois.

For further details write to Dora Smith, Head, Department of Librarianship.

UNIVERSITY OF SOUTHERN CALIFORNIA

Opportunity to earn a maximum of ten units of work toward advanced degrees is offered in two summer sessions at the School of Library Science, University of Southern California.

In the six-week session from June 20 to July 29 the following courses are scheduled: Bibliography I and II; Introduction to Librarianship; Administration of Libraries; Cataloging and Classification; Bibliography of the Humanities; Bibliography of the Social Sciences; Reading Guidance for Adults; Reading Guidance for Children; Bibliography of the Biological and Physical Sciences; the School Library; and Directed Research and Thesis.

On the staff of the first session will be Dr. Lewis F. Steig, Director; Martha T. Boaz, associate professor; Hazel Dean, associate professor; Marion Horton, Mrs. Marion Masarachia, and Fernando Penalosa, instructors; and Vilma Proctor, lecturer.

In the four-week postsession from August 1 to August 26, History of Books and Printing will be offered by Roland Baughman, Head of Special Collections at Columbia University. A seminar in School Library Problems will be conducted by Miss Horton; the American Public Library will be offered by Althea Warren; and College and University Li-

braries taught by L. Herman Smith.

The Medical Library Association has authorized two scholarships of \$150.00 each for the course in Bibliography of Biological and Physical Sciences. Completion of the course will enable a student with a bachelor's degree and one year of library school to qualify for Grade I certification by the Medical Library Association.

IMMACULATE HEART COLLEGE

The summer session of the graduate Department of Library Science at Immaculate Heart College will begin June 28 and continue through August 7.

Courses leading to California School Librarianship Credential, Public Library Certificate, or a Master's Degree will be offered, including the following: History of Books and Printing; Introduction to Library Materials; Principles of Book Selection; Selection of Library Materials for Adolescents; Principles of Cataloging; School Library Administration; and Audio-visual Services in School.

Members of the faculty will be Reverend Francis X. Canfield, Sister M. Patricia, Sister M. Lucille, Sister M. Martin, and Lucille Braxtor.

Further information may be secured from Sister M. Regis, Director of Library Science, 2070 East Live Oak Drive, Los Angeles 28.

UNIVERSITY OF NEVADA

California school librarians will want to call to the attention of their administrators and teachers a workshop to be conducted at the University of Nevada in Reno by Mrs. Rachel Wingfield De Angelo, former executive secretary of the American Association of School Librarians. The workshop will be held June 13-24, and is titled, "Use of the School Library in Teaching."

Teachers and administrators will have an opportunity to work on their own problems under the guidance of Mrs.

DeAngelo and Joseph F. Shubert, reference librarian at the Nevada State Library.

Mrs. DeAngelo is now director of the new graduate-undergraduate library program at Queens College in New York City. She is a former high school librarian, school library supervisor, and teacher in colleges and library schools. She was for a time children's book editor for Alfred Knopf.

Three courses in library education will be given at the University of Nevada during the regular session. One of them is being taught by Wilma Bennett, librarian of Covina, California, high school.

Additional information may be obtained from Dr. Garold B. Holstine, Director of Summer Session, University of Nevada, Reno; or from Joseph F. Schubert, Reference Librarian, Nevada State Library, Carson City.

UNIVERSITY OF MICHIGAN

The third annual School Library Workshop of the University of Michigan, Department of Library Science, will be held August 1-12 at the University High School Library on the University campus. Non-book materials and techniques in elementary and high-school libraries, a topic suggested by the 1953 workshop group, will receive emphasis this year.

Problems identified by the group will be considered through talks, group discussions, individual reports and conferences. Each participant will have an opportunity to devote a substantial portion of his time to the phases of the topics which are of most concern to him.

Mrs. Edna Ballard Mack, formerly Director of School Libraries, Lansing, Michigan, and Miss Ruby Jane Brown, librarian, Frost Intermediate School, Jackson, Michigan, will direct the workshop.

Shopping Around...

by Camille L. Baxter, Librarian, San Pedro High School, San Pedro

We are embarked on a school-wide reading-improvement program.

One way to teach people to read better is to have them read.

It doesn't take much concentration to realize that these two statements put together eventually mean some sort of contact of students and printed materials. Early in our efforts, we realized that printed materials were not confined to books. Signs and symbols are important to Home Economics, Mathematics, Commercial and Industrial Arts students. A check with the counselor indicated that one third of our school population is enrolled in Industrial Arts and Vocational Education classes. As a librarian, I naturally wondered what I was already doing for this large group, and what more I could be doing.

Closer examination of the curriculum in the field revealed that our shops are basic to and an integral part of our general school program, reaching into our social, curricular, sports, and public relations calendars. This sort of program makes them closely akin to the library in scope of activity. What else was there to consider?

A firm believer in asking questions, I applied to fellow-librarians, teacher colleagues outside the industrial arts field, and members of the community. The answers were something less than satisfactory, ranging from "Shop boys don't read" to "The amount of budget you'd have to allot to get a collection that would be anywhere near satisfactory would be too limiting to other departments." These were flat statements that could not fail to challenge.

Next I turned my attention to the shop students themselves and to their records. This year student projects net-

ted checks and awards for San Pedro High School students in the latest National Ford Contest. This is not unusual for our students and we are proud of them and of the department in which they are trained. Feeling a scientific spirit of investigation and a desire to live dangerously, I took my gun and camera and (dispensing with the formality of a safari) began a trek to the shop.

First stop on my list was the electric shop where I was introduced to a theramin. Now this was a musical instrument I had heard many times as a background to motion pictures and over the radio in concert. I don't know what I thought one would look like, but this bore no resemblance to whatever vague idea I had had! I was allowed to play with it before I was introduced to one of the award winners. This was an experience! I found that the sequence was quite likely to have its beginning in the library! A boy reads a book (so much for the scoffers who told me shop boys don't read) and finds a gadget. He draws plans; these are perfected and reproduced in Drafting Shop. In Wood Shop he can make a mold; Metal Shop casts it; some threading is done in Machine Shop; and final assembly is done in Electric Shop. We start with a book and end with a book, a great deal of experience and training--and a soldering gun.

I'm reminded that this is not unique in integration. Last year Franklin High School in Los Angeles developed plans for a portable file for vocational pamphlets. Plans were evolved by them and sent out to all librarians. Mine were referred to the Wood Shop and a finished product was in use in the library three weeks later.

Back in the library, I check my order cards and find material destined for future orders for the Industrial Arts and Vocational Education Department. These need almost no "screening" except for fitting them into the budget. There are cards here from almost every member of the department. One fact I can count on: books requested were not asked for because these men had received enticing advertisements through the mail. These titles were examined by them and note was made as to ultimate use and reading levels! This is a good thing, too, because by actual test at the university, I know that my mechanical aptitude is negligible. I know I'm lucky—not lucky to be so stupid, but lucky to have faculty friends who are not and who can evaluate these books before ordering them. I wouldn't trade this department with that of any other librarian in the Los Angeles system. I know they'll ask me for what they need and they know I'll get it as soon as I can manage it.

In a haze of good will, then, I greet a group of Senior Problems students in the library who are working on the vocational unit of study. I am acutely conscious of those students who are from the Industrial Arts departments. In talking with them, I find that they have interviewed men in the local field. San Pedro High School celebrated its fiftieth anniversary last year. These men who were interviewed for the most part attended and were trained in San Pedro High School. Our students were interested in learning that these men employ many SPHS graduates. The area is largely a self-contained geographic unit and there is a good deal of public interest in our school. At the same time, these men are too hard-headed and clear-sighted to hire a young man for sentimental reasons. I know and the students know that they must have had

satisfactory experiences to back up their decisions.

One student I talked to said that he was working on some metal projects for Christmas. He couldn't find material in any of the library books, so he had been looking in some magazines he found on a teacher's desk. These turned out to be copies of *Interiors Magazine*, and his medium was wrought iron. Another student told me that he had practically memorized an article in *Hot Rod* (and this one a student who *won't* read a book). Another told me that he was completing a model of a home that he had worked out adapting his original from issues of *Sunset*. Still another, interested in tool and die casting, said an article in *Steelways* gave him an idea for a faster cooling process; he had already applied for a job at a steel plant and had reason to believe that he would be accepted. These were all direct confirmation of an idea that had been running around the hazy edges of my mind: almost all magazines, especially all magazines which our students do not receive at home or see often on a news-stand (or see and can't afford to buy) are grist for their respective mills.

When they seem to sit, idly turning pages of magazines, quiet for the time being, we sometimes wonder what they are deriving from those magazines which have no cartoons or stories. The foregoing may be direct answers. At any rate, my next budget will have as little tampering as I can manage on allotments for such materials. It may be that that for many schools a listing of our magazines would be basic or elementary; but it may be that the possibility of magazines as a relatively inexpensive way of supplying graphic and technical materials in a manner which most reading levels can manage has been overlooked. In that case, may I

offer a partial list of our subscriptions along this line:

American Home
American Photography
Architectural Forum
Building
Craft Horizons
Deltagram
Design
Home Craftsman
Hot Rod
House and Home
Industrial Arts and Vocational Education
Inland Printer
Interiors and Industrial Design
Los Angeles City Schools Curriculum Publications (see latest revised list)
Popular Homecraft
Popular Mechanics
Radio and Television News
Steelways
Sunset
U. S. Government publications (see current lists)
Western Machinery and Steel World

Yes, I've been shopping around; our school has an integrated and diversified reading improvement program going. The entire staff is alert to the possibilities and we're all looking forward to results.

CAREER ENTHUSIASM

(Continued from Page 11)

to the many student assistants gathered to hear about the San Diego County Student Library Association, a group which holds meetings organized and conducted by the students themselves.

The two final members of the panel were Dorothy Hansen, Head of Work with Children at the Los Angeles County Public Library, and Helen Corcoran, of McKinley Junior High School, Pasadena. Miss Hansen said that a county library, especially in as large a county as Los Angeles, offers a wide variety of colorful work, but that a good deal of the routine is the same as that found in any library. One feature of the county library services that appeals to many is the bookmobile, a service which often acts in new communities as an introduction to permanent branches, which are established when the areas become more settled. Miss Corcoran revealed her knowledge of young people and interest in them, when she described the many-sided problems that confront a junior high school librarian. But she was encouraging in her closing statement that "just ordinary people" can make excellent school librarians.

The morning closed with an invitation to listeners to question any of the speakers. It is interesting that each of the panel members was questioned after the meeting. The reaction of one sixth grade girl to the conference gives an indication that the gathering set many young people to thinking seriously about librarianship as a career: "I got a lot of different ideas of library work. I hope that when I'm older I can do at least a little bit of library work."

In addition to those already mentioned, thanks should go to Miss O'Neill, who took pictures during the morning, and to Wilma Bennett of the Covina High School Library, who furnished many printed materials, which the guests quickly collected. This was the first such career conference scheduled in this area. With the excellent response and the interest shown by both the librarians and the students, it is sure to be repeated.

School Library Training Looks Ahead:

A New Program at San Jose State College

by Dora Smith, Head, Department of Librarianship

Although Miss Smith as head of the Department of Librarianship assumes responsibility for this article, she does not wish to claim all the credit for the writing. Various members of the faculty contributed to this concept of education for school librarianship as it exists today.

The rapid development of the audio-visual program in schools in the past quarter century has been accompanied by an increasing amount of discussion, evaluation, and research as to materials themselves, and organization of programs and facilities.

Librarians, it seems, are much disturbed at the prospect of handling newer media in the educational program. Perhaps they are inclined to think of the movement as a "fad" and are unwilling to devote precious time to it. Or possibly it stems from a feeling of inadequacy in meeting the new problems to be solved—maintenance, storage, budget, staff, techniques.

There has been a continued emphasis placed on the education and training of the audio-visual personnel. But sad to say, knowledge of books—the school library—is rarely mentioned. It is this factor that has made library school faculties take cognizance of the need for closer cooperation and integration with audio-visual training curricula.

Since printed materials and audio-visual materials are both instruments of communication and serve as instructional devices, their use should be correlated in a single program. Audio-visual directors question the ability of the library to undertake such a function, and materials-conscious librarians criticize the apparent disregard of the school

library by the director. What kind of organization then shall we train for?

"The purpose of any such organization of personnel and services is to bring to the teacher and his pupils the materials and resources which they need to develop the very best possible educational program for themselves. There are working examples of this goal being met where library materials and non-book, audio-visual materials are housed separately and have individual program directors working cooperatively. There are also working examples of this goal being met in schools where the book and audio-visual materials and equipment are combined in one instructional materials center." (*N.E.A. Dept. of Audio-Visual Instruction. Planning Schools for Use of Audio-Visual Materials No. 3: An Instructional Materials Center*).

An effective organization should satisfy all the various needs for audio-visual materials by the school program, the teachers, the students, the library staff. Regardless of the administrative pattern, the school librarian will need to be aware of what goes on in the audio-visual field. More than that, with his specialized techniques in classification and cataloging he should be in a position to advise, assist, or contribute his skills toward the end that an integrated "resource center" be created wherever that center be located.

Dr. Swank, Librarian of Stanford University, has so aptly phrased the problem in the closing paragraph of his article, "Sight and Sound in the World of Books," appearing in the December, 1953, issue of *Educational Screen*: "We give people not wax, not

phonographs, but the spoken word—the poem, the story, the drama told aloud. We give them not film, not projectors and beaded screens, but the vision of life recreated for their pleasure and understanding. These are the things that books are made of too, and therein lies unity. When sight and sound are fully accepted in the world of books, and when unity of content is fully recognized, we will have better libraries, better readers, and better people."

Somehow, then, the question of training personnel seems to resolve itself in two ways: shall the librarian be trained to select, administer, and direct a curriculum materials center with technically trained assistants, or shall a curriculum materials center specialist be assisted by the school librarian trained only in the organization and use of books?

It is with this "unity" in mind that steps were taken at San Jose State College to try to find a way of correlating a knowledge of books and libraries with a knowledge of curriculum materials administration. Under this program students in the Department of Librarianship will continue to receive, as in the past, instruction dealing specifically with school librarianship. In addition, students may take courses in curriculum building materials, care and handling of special materials, and selection and evaluation of audio-visual materials. This training, on the undergraduate level, leads to the Credential in Librarianship. In the fifth or graduate year the student working toward the M.A. degree in School Librarianship who desires to qualify as a Curriculum Materials Specialist will select certain specified courses in the Education Department which among other things deal with equipment, organization, and management of audio-visual centers. Similarly, the student working toward an M.A. in education and preparing to be-

come a Curriculum Materials Specialist will be required to take *basic* courses in school library work such as Technical Processes, Elementary Reference, Book Selection for Schools, and School Library Administration. It seems logical to suppose that more expertly trained personnel will result by such integration of library and audio-visual skills.

The school library can well become the place in which any media for this learning process may be found. True, this may mean a revision of the old concept of the librarian's duties as well as an added awareness on the part of the administrators that *adequate* clerical help is a *necessity*. The school librarians of the future must look beyond the confines of the *printed* page if their libraries are to keep pace with the accelerated learning process of the new age in which we are living.

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New Instructional Materials Center At Shafter

by Theodora Walther Richard, Librarian

The Kern County Union High School District's long range plan to provide library facilities with an adjacent study hall at Shafter High School has become a reality. The architects were Wright, Metcalf, and Parsons. In September the new unit was officially opened for use.

The floor plan includes the library with an adjoining study hall, and a conference room in the library. A corridor, which opens into the librarian's office, a periodical room, and a listening room, leads to the work area. From the work area, doors lead to the visual aids room and book depository.

The facilities were planned to accommodate a growing high school. The library itself is 86 feet long and 40 feet wide. Although the adjacent study hall is somewhat smaller than the library, the flexible seating arrangement will provide for an increasing enrollment. The concrete flooring is laid in a six-inch pad of specification rock fill and

trowelled to a smooth finish. The floor is patterned with $\frac{1}{8}$ -inch class C asphalt tile in a red block pattern with cream borders.

The colors in the library were selected to appeal to young sharp sight. Soft sea-foam green walls blend pleasantly with the satin-smooth birch wood-work.

Sjostrom standard height birch shelves, 6 feet 10 inches by 10 inches deep, extend along the south wall from the double doors to the glass paneled conference room. Above the shelving are 4 by 4 feet steel sash windows. A glass paneled conference room is in the southwest corner of the library. Extending from the conference room to the north wall, above low book stacks, is a three sectional bulletin board. The north wall is framed by 4 by 8 feet steel sash windows—extending from low book sections to ceiling height.

A spacious effect is created in the



Shafter High School Library, showing charging desk.

library and study hall by the variable ceilings. From 11 feet 9 inches, each ceiling rises to 12 feet 4 inches at the center of the room. The ceilings are an off-white acoustical tile applied by mastic to $\frac{5}{8}$ inch sheet rock boards. Four-inch rock wool was used for ceiling insulation. The light in the rooms is well distributed, three rows of fluorescent lamps, one on each side and one in the middle, providing a natural daylight effect.

The air conditioning is thermostatically controlled by a Minneapolis Honeywell system which governs the flow of air to the ceiling animostats so that a fresh supply of either warm or cool air is available depending on the temperature requirements as set at the thermostat. The system forces 18 per cent fresh air in conjunction with warm or cool air as the case may be. The maze of supply and return duct work is located between the roof and ceiling.

Other ceiling features in the library only, decorative as well as practical, are the six loud speakers, properly spaced between the animostats and controlled from the listening room. Semi-classical selections played during library periods prove conducive to quiet study. For variety, local radio KWSO is channelled into our library.

The glass paneled conference room in the southwest corner of the library is one of the most popular areas for group study. It is equipped with a library table and chairs for six.

In sharp contrast to the conference room is the leisure reading area. It is an alcove extending from the conference room to the north wall and separated from the main library by five sections of double-faced shelving, counter height. The area is furnished with a round birch table and comfortable chairs. A large magazine rack built in the Kern County Union High School District shop holds current magazines

in Marador binders. Shafter High School has available 75 current magazines for student use. A table type newspaper rack, also district built, holds eight newspaper rods. Our library receives *The Los Angeles Times*, *The Bakersfield Californian*, *The San Francisco Chronicle*, the Sunday edition of *The New York Times*, and a local weekly, *The Shafter Press*. Is it any wonder that this is an interesting area for student use?

In the main reading room are 12 rectangular reading tables (built in the district) measuring 90 inches in length, 36 inches in width, and 30 inches in height. The tables provide for six chairs, three on each side. The chairs are posture chairs, sturdily made of simulated birch plywood with metal frames and metal casters.

The Sjostrom card catalog file is sectional in design to allow for future expansion. The atlas case, another Sjostrom must, has five pull-out shelves.

Three large filing cases provide another area of research for students.

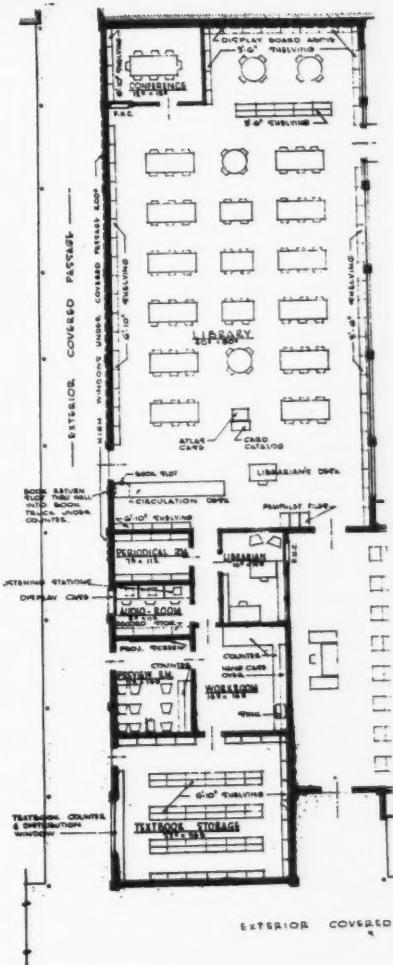
In the Sjostrom charging desk, sectioned against the south wall and paralleling the east wall, are two book slots—one in the charging desk and one outside the entrance to the library. Books returned from either slot to the library fall into a depressible book truck. It has a depressible linoleum covered top for receiving books and is equipped with rubber tired casters, two of which are swivel casters and two, stationary. Behind the well-type with a removable top and hinged front, is a high swivel chair. A Farquhar transparent terrestrial Tool globe sits on the circulation desk. Since the charging desk is strategically located in the corner by the south double doors, the librarian can with ease control the incoming traffic, check out reference books shelved behind the circulation desk, and check the library books of students who are

leaving the library. In addition, the periodical room, librarian's office, listening room, work room, visual aids room, and text-book storage are physically near the charging desk. Also the doors to the study hall are near the desk. The physical arrangement from an administrative point of view is most practical.

The library is designed as a "Materials of Instruction Center." It is richly supplied with instructional materials co-operatively selected by the principal, teachers, students and the librarian. The books are ordered and processed in the district library office under the excellent supervision of E. Ben Evans, Director of Instructional Materials, and Bernice Braddon, Supervising Librarian. Various techniques to assist us in materials selection are used by the district supervisors. Two traveling book displays were routed to our campus for first hand examination. Regular district staff meetings keep librarians alert to current selections. Professional books sent out from the district office provide a wide reading program for our staff.

Every student in the school has access to the library. Most students use the library during their two study periods. Teachers, for the most part, regularly schedule library class periods. All English teachers instruct freshmen students in library usage. Further orientation is given to large groups in the library by the librarian. Student library assistants, who assist in the routine of checking reference books, setting up reserve sections, checking books, and assisting students with research projects, receive credit for this work each semester. In our library which has more than 3,000 volumes, circulation figures average about 100 books a day. Intense use is made of materials when classes use the library.

In keeping with our concept of Unity of Materials, visual-aids services are co-ordinated by the librarian. These serv-



Floor plan of Shafter High School
Library.

ices have been enriched by Elmer J. Peery, District Supervisor of Audio-visual Aids. The district supplies and services a wide variety of visual-aids equipment, which is housed in our Instructional Center. Any special device may be borrowed from the district. A student manager with his trained staff

(Continued on Page 29)

"Is It Fun to Be a Librarian?"

by Aina Abrahamson, Librarian, Whittier Elementary School, Long Beach

You have just helped a third-grade boy find a book about space ships that he can read, and you're going back to your desk to record the day's circulation, check up on the overdues, and review the story you're going to read to the first-graders tomorrow at 11:10. A couple of fifth-grade girls, returning a book and some pictures from Room 17, come to the desk, lean eagerly toward you, and ask, "Is it fun to be a librarian?"—What would your answer be?

It's Tuesday afternoon, and you're checking the books as Room 23's fourth-graders leave the library. That new tract of homes is mushrooming, and so every week several new pupils are added. Today twenty-seven boys and girls have managed to check out their books, but it's been a struggle against time. As the last boy leaves, he smiles sympathetically and asks, "Have you had a hard day?"—What would your answer be?

Perhaps to both questions you could quickly answer "Yes." But in neither case would that be a satisfactory answer. As the school librarian, you are in a strategic position to recruit for the profession. Often some student reveals a curiosity which, if satisfied, will lead to a growing interest in librarianship. During the upper grades and high school years, boys and girls are eager to learn about various professions. There are many ways of supplying them with information and stimulation to whet their interest.

A question hour recently, during a sixth-grade period in a library of the Long Beach Unified School District, proved stimulating. The students were asked to answer four questions:

1. What would you especially like about being a librarian?

2. What wouldn't you like about being a librarian?
3. What preparation do you think a person must have for being a librarian?
4. What questions do you have about being a librarian?

High on the list of answers to question one was the contact possible with books: "I could read a lot," "I could read any books I want," "I could read all the books in the library!" Many claimed an interest in the various library processes: filing, shelving, typing cards, lettering. One wrote, "I like to do art, so that's why I'd like to be a librarian." Others revealed a more mature attitude: "I would get to know children better," "I would meet new children," "I could help with books and help children learn to read," "I could help them pick their books, because I love reading." The prize return in this section: "The work isn't too hard."

Pet peeve under question two was keeping the shelves in order. One student thought that "in September you have to fix all the books." Others didn't want to file cards, letter the books, or do various housekeeping duties. One—perhaps a recurring "forgetter"—didn't want "trouble with children returning books." One optimist replied: "There's nothing I wouldn't like, after I got used to it."

The student who thought that a librarian's preparation included study "about books and their startings" must have heard of the History of Books and Printing course. Some expected the training to show a person "how to read good," "how to read difficult books," "what an author is," "how to know where books are when children want them," "how to help children with

the file," and "study children and try to be patient with them." One wasn't going to exclude any important item: a librarian should "study reading, writing, arithmetic, and children." And the student who listed "bookkeeping" as the most necessary, had the right idea, in spite of his terminology.

Answers to the fourth query included the following: "How do you get to be one?" "How old do you have to be?" "Where do you go to college?" "Do you have to read most of the books?" "How long does it take to study about it?" and "Do you have fun?"

Try a question period like this with your groups. It will set the students thinking—and you too. Some of their answers may help you to see yourself in a new light.

Another recruit approach is through the student library assistants. Those who show a special aptitude for their work can be given extra encouragement and guidance toward librarianship. Library clubs offer stimulation; librarians with experience in promoting such clubs will be glad to offer useful suggestions.

In addition to giving specific and continual answers to the question, "Is it fun to be a librarian?" one can aid recruitment by being an attractive advertisement for the profession, practicing good grooming both on appearance and personality, and being an alive, interested, and interesting individual so that instead of saying with a shudder, I'd never want to be a librarian, like Mrs. . . ." your students will say, "Wouldn't it be fun to be a librarian, like Mrs. . . .!"

SHAFTER LIBRARY

(Continued from Page 27)

schedules the use of equipment. The boys arrange set-ups, trouble shoot, and operate projectors.

A wide variety of visual-aids media is supplied by our district office and the Kern County Teaching Aids Li-

brary. An unlimited number of free films or filmstrips may be secured by writing to companies whose listings are given in the *Educational Film Guide* or *Filmstrip Guide*. Rentals are available from universities or film companies.

Unity of Materials includes textbooks. All are distributed from the depository. It is the responsibility of the librarian to keep an accurate record of textbooks checked to teachers for their classes, and to order, with the principal's approval, additional texts to fit curricular needs.

The use of the library and its various services has more than doubled and is constantly increasing since the new building first opened its doors. Providing a growing high school with adequate instructional materials services is a challenging assignment.

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Why Be a Librarian?

by Elliott N. Lacy

"Why would anyone who could be a chemist want to be a librarian?" a high-school student asked. The question is answered by a member of the class of 1955 in the School of Library Science, University of Southern California.

When I first entered Stanford University in 1947, my outlook and understanding were confined to one subject field—the sciences—in a kind of romantic "hang-over" from my chemistry classes of high-school days. The more sciences I studied, the more I came to realize that those objective disciplines were not integrating me into the whole man, the well-rounded individual who should take his place in civic duty and responsibility with a knowledge of human affairs; they were de-humanizing me. It was not until I took courses outside my field in the humanities—Latin, music, history, government—that I began to realize the importance of man's dependency upon man. In this Age of Automation, the human element cannot be emphasized in its proper perspective, for its importance has been dwarfed by the false importance, bordering upon a fanatic feeling of necessity, increasingly given to the sciences the last fifty years.

Somber reading is *Harvard University Report for 1953-54* that the undergraduate concentration in the humanities had fallen from 1,200 (1930) to 900 (1953), even though the number of students in the College had risen by more than a thousand. The apparent lack of appreciation in humanities is disturbing! "The humanities hold a central position in liberal education. In a sense, all subjects deserve a place in a liberal curriculum only as they partake in at least some degree of the goals of humane scholarship. But a college in which the

studies traditionally called the humanities are weak runs the risk of being less liberal than it should; for our full humanity is best quickened and developed through imaginative grasp of the subtler experiences of individuals as revealed through arts and letters. The chief aim of undergraduate education is to discover what it means to be a man. This has always to be done in personal, individual terms." The finest experience that I received in my undergraduate years was that my outlook and interests became broadened from one subject field to the larger and more important field stressing man's relations with his fellow men.

After I received my B.S. degree in the physical sciences, I did work as a junior chemist, controlling and checking the purity of the materials that, blended together, became the wonderful beverage-food of the ancients called beer. ("If you would speak for all to hear, avoid the flowing cup; for after too much bottled cheer, your tang gets tounbled up.") I soon realized during that summer of employment that performing the repetitious and automatic duties of the laboratory chemist did not satisfy my creative bent. Therefore, I left my work at the laboratory and enrolled in graduate work at the University of Southern California, taking courses in the field of Education. This would give me the opportunity to work with people, not only to express myself creatively, but help others to express themselves in creative thought and action. When I became interested in people, I found that I liked books by and about people. So I commenced to take courses in Library Science, to collect books, some of which are first editions, and to study book-

binding; thus I made my entry into the profession which is to become my life work — school librarianship, with an emphasis on guidance.

Twenty years ago, Dr. Alexis Carrel authored the book, *Man, the Unknown*, which has since become a modern classic. The following lines in particular will serve to present theme of this paper: "Modern society ignores the individual. It only takes account of human beings. It believes in the reality of the Universals and treats men as abstractions. The confusion of the concepts of individual and of human being has led industrial civilization to a fundamental error, the standardization of men." How can the school librarian give a service to boys and girls that will counteract the mechanical repetition of merely handing out books and magazines for informational or recreational reading?

A service which emphasizes guidance—guidance in the true sense of the word, *educate*, to lead the individual out into the full realization and expression of his own personality—may be the possible solution, because guidance, to be most effective, must deal with the individual, and not with "human beings." It is *not* that kind of guidance which shows the individual how he must adjust to the group spirit of society in order to fit in and manifest that spirit in the same manner and degree that each member of the group is manifesting it, but *guidance*, after learning the interest and abilities of individual students, which helps these students select the right books in their interest areas and on their ability levels to advance them toward a realization and consequent fulfillment of their own capabilities.

The librarian, in working with individual students, pointing the ways in which they themselves can best develop if they so wish, can use no standard pro-

cedures. There can be no standardization when it comes to individual personalities. I have seen too many fine ideas, evolved by one or two individuals and functioning creatively in their pristine state, degenerate into merely automatic repetition when serving too many people at the same time. Standardization takes over and people in number continue to function with respect to the service less effectively, for they have lost sight of the original idea. The original idea has faded from the scene, never to reappear. Since everything in the universe is in a state of flux, change is inevitable. We always hope, since hope springs eternal in the human breast, that this change will be toward a finer situation, rather than a less favorable situation. But it seems that the situation in the beginning—the idea and its functioning in the time of its initial creation—is the situation at its finest hour. In the beginning God created the earth with a definite amount of energy, physically speaking, and the natural flow of energy from the Time of Creation has always been away from the initial state to a lower state. Heat always radiates from a hot object to a cold object, never the reverse. So it is with the functioning of the original idea becoming standardized. Under continued standardization, that original idea loses its effectiveness to serve the individual.

How can school librarians best serve the students with whom they come in contact? Certainly it is by working with all students individually (I know that this ideal co-operation falls short of realization, simply because of physical lack of time and energy, but that does not mean that we should not work toward some unattainable, worthy goal to realize the best in us), understanding and appreciating them relative to themselves, encouraging them to fulfill their

desires and goals in life, and giving them the necessary guidance to do so; while at the same time making them feel that there is interest in them as individuals. *By working with each person individually, the original idea is being re-created continually in initial moments which are recurring constantly.* The best situation and the most favorable for each individual will be repeating itself continually each hour of the day. The librarian soon learns to become adept at working individually with students, even when they are in a group. There is no reason why they must feel that because they are part of the group, they can not think and express themselves individually. In 1862, Dante Gabriel Rossetti took possession of his famous house at 10 Cheyne Walk, Chelsea, where he lived to the end of his life, and whose joint occupants were, for a certain length of time, George Meredith, Swinburne, and William Michael Rossetti—four men of individualities so utterly different, aggressive and assertive, that it is hard to imagine they were able to live together in closeness of continuous intimacy, from which there was hardly an escape. Yet it was in this house that Swinburne wrote most of his *Poems and Ballads*, part of his book on Blake and his masterpiece, *Atalanta in Calydon*. There Meredith finished his masterpiece in tragic and passionate verse, *Modern Love*, the poem that laughs while it cries. The players on a football team each function individually, or else there could be no football game. But you might argue, that since each player can only express himself within the limits of the way in which the game is played, dependent on the journey of the ball and the goal of the game itself, there can be no individual expression on the part of each player. However, is there not free thought being manifested in the action

of each player performing his part in the game, such as in passing or receiving?

To teach each student to function individually for the realization and development of this own capability, irrespective of other people within the group, and yet not destroy the cooperative spirit necessary to the functioning of any group, should be an important part of the work of the school librarian. The individual in expressing himself need not withdraw from group activity, else you could have no group—no society. Let me close, not by pointing Thoreau's own life of withdrawal from society, but to these words from his *Walden*:

"If a man does not keep pace
with his companions, perchance he
hears a different drummer—*let him
step out to that different drummer.*"

(My italics)

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